ACTION FORWARD
Student Leadership Sustainability Initiative

www.actionforchange.org/action_forward

Website
Companion Manual

Maine

Texas

National

Campus Compact

raise your **VOICE**
STUDENT ACTION FOR CHANGE

POINTS OF LIGHT FOUNDATION & VOLUNTEER CENTER NATIONAL NETWORK

ACTION *FORWARD*
Student Leadership Sustainability Initiative

Action*Forward* Companion Manual
Table of Contents

Welcome to the Action*Forward*!
Below you will find some basic how-to information about using this site. If you have additional questions, please look around the site (we've got definitions, search tips, and more!) or email us at actionforward@compact.org. Here we go!

Who should use this website?
This website is focused on student civic engagement work (this might be political, community, or service related), although anyone involved in campus civic engagement will get information and resources from searching through the entries.
The designed purpose is to provide accessibility and sustainability by creating a hub of information and storage space. So, a group or individual either looking for a place to sustain information or find information should use this site as a catalyst of best practices and lessons learned to either support their growth or sustain their future. (The resourceful will utilize both aspects of this site, as it in all in one place!)

There are *at least* two defined types of users:
1) **Site visitor:** A visitor is one who is looking for information and most likely will search the database to find usable resources.
2) **Site member:** This can either be an organization or an individual, this person(s) will have created a login; utilize the profile section input date and document best practices and other information, search the database, and update the database at least annually. (A site member will get the most from this site by updating as often as changes occur!!!)

Why should I use this website?
Number 1: This website is fun!
I'm sure you can figure out your own reasons for being here. But here are some of our suggestions:
2) By entering data about your project into the database you both document and save all the information about what you've done. This way, next year or anytime someone wants to recreate what you've done, you don't have to reinvent the wheel! You can keep your action *forward*
3) When you're answering the questions about your project, you might come across some things that you've never thought of before (what *do* we do if someone gets hurt working with us??? A strategic plan? What's a strategic plan?). Hopefully, the questions on Action*Forward* will help you think through all this stuff and find out answers that will help you out.

4) By searching through the database you can find out how other people have implemented programs similar to ones that you want to implement. Who did they turn to for help? Where does there funding come from? How do they deal with a fast student turn-over? If that worked on their campus, how do we adapt it for ours?

How do I use this website?

Well, it depends, this site has multiple capabilities and possibilities. So, what do you want to do?

The two main things you can do with Action*Forward* are:
- You can either input information in the database or
- Search this website to find useful information.
                            …Or Both!

So you want to search for information only?

If you would consider yourself a <u>visitor</u> [CREATE A LINK BACK TO DEFINITION] you are free to search the database and look at what others are doing. You can utilize the search engine located on the home page where you can search by whichever category suits you best. Even if you only want to search, feel free to create a login for our logistical purposes. If you decide to create a log in, once you log in you can head back to the home page again and access the search engine.

So you want to get your info up on Action*Forward*?

The first thing you need to do is create a login and sign in. Creating a login is really simple – all you need is a username and a password. From there you'll be directed to the Respondent Information Section which will ask a few general questions about you and your school. We do ask for an email address, but we promise not to give your email address out to any other people or to send you any spam. If you are part of a group/organization and are filling this out on its behalf, a great email address to enter is the email address you have for your group or organization (i.e. studentgovt@myschool.edu). By signing in and choosing a username and password, you will be able to continuously log back in and add to your data. We do recommend for each unique group/organization you enter, that you create a unique username and password – this is to make it easier for future members of your group to access.

Once you've logged in, filled out the respondent info, you're ready to input! You'll have the choice to fill out one of three sections:
1. **Individual Profile**: If you are working alone, then you are classified as an individual for this site. Individuals are unlikely to be recruiting volunteers or communicating with other members. If you are unsure whether you are an individual or group, start by browsing the group questions. If most of them don't apply to you, try the individual profile section. Examples of individual work: you tutor 4th graders once a week, you are petitioning your university to include service-learning as a requirement, or you make presentations about social justice to classrooms and at community events.

2. **Group/Organization Profile**: If you are working with someone else in any capacity then you are part of a group/organization. A group can be formal or informal. Examples of formal groups: you are part of your campus' Habitat for Humanity Chapter or Student Government Association. Examples of informal groups: you and your roommates have been picketing and lobbying for a livable wage or you and your friends go around collecting recyclable materials from classrooms.

3. **Event Profile:** An event is a significant occurrence or gathering that brings together a group of people over a relatively short period of time. An event probably took quite a bit of planning to put together, and you have probably had to communicate and work with a variety of people to plan. Events can be one-time, annual, or happen frequently throughout the year. Examples of events: a 3-day retreat for members of College Democrats & Republicans to reflect on the year and how to work together, a non-profit job fair, a blood drive, a voter registration drive, an alternative spring break… and many more!

A few notes:

- There are two parts to the group/organization profile. There are multiple categories of questions for you to answer. This exists in order to hopefully capture all relevant information that will be useful in the future. After completing the general group/organization profile, you have the option of creating a detailed group/organization profile. These questions ask specifics and really help spell out what's going on. It may seem intimidating at first, but it's all extremely useful. Some advice: ask others to help you do it. Download and print out the printable version and break it up into sections. Just take it a step at a time and before you know it you've got all of your information.

- Adding Event profiles: you can add as many event profiles to your individual or group/organization profile as you'd like. They will come up on your main menu when you log in. For example: let's say you're representing the SGA at your school. You log in and are taken to the main page. It will show under group/organization profile: SGA, then under Events it will list any event profiles you have filled out, let's say a voter registration drive and a student org week. The main page is the place where you can navigate, edit, and view your reports.

Action*Forward* is for you! Use it, search it, make it your own! You're doing amazing

See? It's easy!

Definitions of Terms Used on Action*Forward*

So you may looking through this site and come upon a couple of words where you're not quite sure what we mean (we've found out that higher education does indeed come up with its own lingo ☺) so this section defines the commonly used terms on Action*Forward.*

<u>Group/Organization</u>: If you are working with someone else in any capacity then you are part of a group/organization. A group could be formal or informal.
Examples of formal groups:
- You are part of your campus's Habitat for Humanity Chapter
- You are part of your campus's Student Government Association
- You are part of a club called Cornhuskers for Equality that helps homeless and unemployed women find appropriate clothing for job interviews.

Examples of informal groups:
- You and your roommates have been picketing and lobbying to legalize marijuana.
- You and your friends go to the park everyday to hang out with local high school students and try to be role models for them.

<u>Individual</u>: If you are working alone, then you are an individual. Individuals are unlikely to be recruiting volunteers or communicating with other members. If you are unsure whether you are an individual or group, start by browsing the group questions. If most of them don't apply to you, try the individual section.
Examples:
- You tutor fourth graders once a week at the local elementary school.
- You are petitioning your university to include service learning as part of their core requirements.
- You make presentations about social justice to classes and community meetings.

<u>Event</u>: An event is a significant occurrence or gathering that brings together a group of people over a relatively short period of time. It probably took quite a bit of planning to put together, and you have probably had to communicate and work with a variety of people to plan. Events can be one-time, annual, or happen frequently throughout the year.
Examples:
- A three day retreat for members of College Democrats and Republicans to reflect on the year and learn how to work together to accomplish common goals.
- A non-profit job fair
- An alternative spring break to help clean up from the hurricanes in Florida.
- An annual student leadership conference.

<u>Civic Engagement:</u> There is certainly no consensus on this definition. Nevertheless, we propose it here as a talking point, and to help clarify the meaning of this term throughout this document.

Engagement is more than 'just volunteering' – though volunteering can be engagement. Engagement is more than 'just voting' – though voting can be engagement. Engagement is a combination of voice, action and reflection.
Engagement exists when individuals realize that they have responsibilities not only to themselves or their families, but to their communities - local, national and global. They recognize that the health and wellbeing of those communities is essential to their own health and wellbeing. They act in order to fulfill those responsibilities and try to impact those communities for the better. And in turn, those actions give them an even deeper understanding of the interdependence of themselves and their communities.
- From the Raise Your Voice Campaign Lessons Learned Publication by Tara Germond, Ellen Love, Elizabeth Moran, Sherita Moses, Stephanie Raill

Affiliated: If you are affiliated with a group or other entity, you are adopted/accepted as a member of another organization. You act as an associate, subsidiary, subordinate, or employee of the organization. For example: you are an individual doing work with housing and homelessness. In order to gain more support and well-established name, you affiliate yourself with Habitat for Humanity.

Document/documentation: A fancy way of saying you made a record of your information so it can be looked at again sometime in the future. Documentation can be excel spreadsheets of how many volunteers you had for an event, how much money it took, and the names of all of the volunteers. To document information, you take deliberate notes on the work you have done in order for that information to be used again to help someone know the process and ideas (and more) behind your work. Documenting other information is also used when you know that you have to report this information to someone (i.e. faculty advisor, funders, etc)

Dialogue: http://www.actionforchange.org/dialogues
A dialogue is an informal exchange of views. A dialogue differs from a debate in that it asks that all participants put their own "conclusions" on hold and regard other participants as colleagues in search for common ground. A facilitator or facilitators are charged with the task of keeping the discussion moving forward on the selected topic or issue that is at the center of the conversation.

The purposes of all dialogues are: (from the University of Waterloo)
- To bring together people from diverse backgrounds and experience,
- To open avenues for discussion, learning and cooperation,
- To promote understanding of different points of view,
- To identify information or issues
- To offer opportunities for people to become part of an interactive network of active and concerned citizens,
- To explore, discuss and carry away for further thought a range of viable alternatives

Dialogues are not argumentative debates or meetings of professional experts.

Mission/mission statement: A mission statement is a brief (usually one sentence) general statement talking about what your organization type is (student government, advocacy group, volunteer/service group, etc), its values, and the main purpose of your organization.

Goals: A goal is a desired outcome for actions, events, and/or activities. It directs your activities and actions. In the strategic plan template, a goal answers the Problem Statement "how to" question. For example: your problem area is lack of student involvement and your problem statement is "How to encourage more student involvement?" Your Goal would be that your group would "create incentives for students to be involved".

Constituent: A constituent can be someone you represent or that your work may affect; it also includes people your work serves. For example, if you are a student government organization, your constituent group would be the student body. A constituent has some stake in what you are doing whether it be directly or indirectly.

Communication/communication strategy: Communication comes in all different forms. It can be face-to-face, letters, emails, flyers, blogs, and newsletter. A communication strategy is a plan that outlines how you will get your message across and who the message needs to get to.

Tabling: A popular time to engage in tabling is at the beginning of the school year at orientation or a student organization fair. You and/or your group get a table and set it up in a high-traffic area. Members of your group are available at the table to answer questions, pass out information, and display any information about your work. It provides a great opportunity for raising awareness, recruitment, and also fundraising.

Grant: One way to fundraise is by applying for grants. Grants are funds received for a specific purpose. Grants usually require a proposal and formal application in which the individual lays out the reasons he/she needs the money and the ways in which the money will be spent. Grants can range from fifty dollars to fifty thousand dollars or more.
Example:
- The UN Foundation's People Speak Forum grant gave up to $300 to individuals interested in having a public forum on America's role in the world. Individuals had to apply for the funds and fill out a formal post-event reporting form.

Endowed/Endowment: An endowment is made up of funds or property donated to an institution, individual, or group as a source of income. Institutions usually invest this money, using the interest earnings to fund programs. This is a more sustainable way of raising funds than using up all funding at the end of every year and then continuously starting anew.

Private Funders: Money raised through private funders has been raised by soliciting individuals. There is no formal process to apply for these funds, rather individuals have

been asked to donate money directly. Donations may be very small (three dollars) or very large (thirty million dollars) depending on the need and the person being asked.
Examples:
- An Alternative Break Club raises money to fund their trip by standing outside of bars on Friday nights and asking students to donate a couple bucks.
- A successful businesswoman who had been active participant in events of the intercultural center while she was an undergraduate donates one thousand dollars to the center every year.

Collaborate/collaboration: collaboration is a working relationship between two or more groups in which each group benefits from the arrangement. More information on how to create a positive and fruitful collaboration can be found in the resources section of the website (MCC has created a rubric for this that I'm sure we can post.)
Examples:
- An individual working on increasing student participation in campus events might collaborate with the Student Government Association to teach college students about the ways to start clubs on campus.
- A group trying to stop underage drinking might collaborate with the local hospital to provide workshops and publicity on the dangers of alcohol poisoning.

Strategic plan: A strategic plan is a document that outlines the mission and goals of an organization and how the organization will accomplish its aims. Strategic plans should be updated periodically, preferably every five years. See the resources sections to learn how to develop your own strategic plan.

Sustainable/Sustainability: Sustainability is the ability of an individual or an organization to meet the needs of the community through potentially changing circumstances or sources of support.
Examples:
- The leaders of a club use this website to document the work they have done and how they have accomplished their goals so that when they graduate, their knowledge is not lost.
- An individual working on integrating service learning into her school's curriculum partners with the school's Center for Community Service so that they can help provide a consistent base of financial and leadership support.

Consensus: Consensus is an opinion or position reached by a group as a whole.
Example:
- When creating this website, Aki, Sherita, and Tamara consulted each other on all large decisions. One person would create a document and then bring it back to the group for discussion until they reached general agreement on how the document should look.

Unilateral decision: Unilateral decisions are made by one person whether or not others agree.
Examples:
- The faculty advisor decides that the poverty conference will be held on May 3rd.

- One person decides what food will be brought to each planning meeting of the mural painting club.

Infrastructure: Infrastructure would typically be defined as the base or foundation of a system or organization, but it is a little more than just the base or foundation. It is the inter-working of the individuals that make up an organization. A strong infrastructure creates a system for continued success.
Example:
- A student government association with a strong infrastructure has a system in place to elect new officers, impeach misbehaving officers, and deal with both everyday occurrences and unexpected events.

Liable/Liability: The liability of an individual, group or organization is their obligation according to the law.
Example:
- Organizers of a ropes-course teambuilding event may be held legally responsible if a participant gets hurt during an activity.
- Organizers of an alternative spring break trip to Washington DC may be legally obligated to ensure that no participant tries to break into the White House.

Service-Learning: Bob Bringle and Julie Hatcher's define service-learning as "a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on service activity as a means of gaining a deeper understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."
-Bringle, Robert and Julie Hatcher. "A Service Learning Curriculum for Faculty," in: Michigan Journal of Community Service Learning, 2, pp. 112-122.
- A general nursing class goes into the community each month and gives free cholesterol screens in low-income neighborhoods. After each event, students write a one-page reflection paper on their experience. This service-learning class meets the community need for affordable healthcare and at the same time, allows students to practice this skill.

Training: Merriam-Webster defines training as: to form by instruction, discipline, or drill, to teach so as to make fit, qualified, or proficient, and to make prepared (as by exercise) for a test of skill.
Examples:
- Three-day workshop teaching new student government leaders the ins and outs of the SGA.
- Weekend retreat that explores the forms of dialogue and builds a sense of community for students in a cross-cultural communication class.
- Presentation to students interested in protesting against university policy forbidding graduate students to unionize.

Members/volunteers: Members of your group are the people who attend weekly meetings, help in planning, and would be included on your membership roster. Volunteer is a broader term that also includes people who participate in the group's

events and activities on a select basis. Generally, volunteers are les involved in the planning and behind the scenes work. Most members are also volunteers.
Examples:
- Students who belong to the club GET AHEAD volunteer once a week to tutor high-school seniors in the SATs. These students are both members of the club (they volunteer every week, are on the club listserve, and pay dues) and volunteers (they give of their own time without being paid.)
- On Campus X there is a club that helps train dogs to be emotional support companions to children in the hospital. Members of the club identify hospitals to work with and organize times for volunteers (other students and community members) to bring their dogs to the hospital.

Minors: Legally, a minor is someone under the legal age, which is generally 18, except for certain purposes such as drinking alcoholic beverages. It is important to remember that minors cannot sign their own consent forms.

Campus-community partnership: Campus-community partnerships bring communities and higher education institutions together as equal partners and build upon the assets, strengths and capacities of each. More information on successful partnerships and collaborations can be found on the Resource page (hyperlink).
- A university partners with the local elementary schools for a mentoring program to encourage staying in school.
- Local colleges and universities partner with the City utility company to bring recycling to the schools.

Solicit: According to the Merriam Webster Dictionary, to solicit means to make petition to, to approach with a request or plea, or to urge (as one's cause) strongly.
Examples:
- Students working for Teach for America spend ten minutes in front of a class telling students about the program and urging them to apply.
- A group putting on a public forum about America's role in the world goes to the local supermarket to tell them about their forum and ask for food donations.

Non-traditional: There is no clear definition for non-traditional. But, it is used to refer to a student who does not fit the stereotype of a college student as a single, childless, 18-24 year old.

:: WELCOME TO ACTIONFORWARD! ::

Thanks so much for registering with Action*Forward*! You're about to take a step forward in sustaining civic engagement work and helping others learn about the great things you are doing on your campus and in your community. This printable version of the online survey can be used to share with your group/organization. Ask fellow members to help answer the questions to that your information can be as accurate as possible. If you are an individual, find a friend or advisor to talk it through with; you may come up with more information than you initially had. Take your time with the questions, think about what answers/information *you* wanted to know, and then go back to the website and update your information

::Part A. Respondent Information::

Instructions: This section is meant to get a little information about you (the awesome person filling out this site!) and the college/university you attend.

First Name: _____
Last Name: _____
Name of College/University: _____
State/Province: _____
Permanent Email address: _____

A-1. Which best characterizes your college or university? [Please check one]:
- ☐ Public two-year
- ☐ Private two-year
- ☐ Public four-year
- ☐ Private four-year

A-2. What other characteristics apply to your college or university? [Please check all that apply.]
- ☐ Community college
- ☐ Hispanic-serving (institutions with FTE enrollment of 25% or more Hispanic students)
- ☐ Historically Black
- ☐ Land grant
- ☐ Liberal arts
- ☐ Professional/Technical

- Tribal
- Religiously affiliated/faith-based
- Research/comprehensive
- Commuter Campus
- More than half the student population are considered "non-traditional" students
- Other (Please specify): _____

A-3. Current Full-Time Equivalent (FTE) Undergraduate Enrollment. This is the number of undergraduate students who attend your school (if you're unsure, you can usually find this info out your school website) [Please check one]
- Up to 3,000
- 3,001 – 7,000
- 7,001 – 13,000
- 13,001 – 20,000
- 20,001 – 30,000
- 30,001 – 40,000
- 40,000+

INDIVIDUAL PROFILE SECTION
This section is for those working on individual projects ONLY and not working with other people, either formally or informally

::Part B. Profile of Individual::

Instructions: This section asks general questions about the work you do. These general profile questions build a summary for the work you are involved in.

B-1. Your Information
- ☐ I began my work in the year [blank field]
- ☐ Affiliated with a local/state/national organization (i.e. Big Brothers/Big Sisters, Fraternity/Sorority, etc) check   ☐ YES   ☐ NO
  - ▪ If Yes, please specify organization: _____

B-2. What are the goals of your work? Please list up to 3 goals.
1. Goal:
2. Goal:
3. Goal:

B-3. Describe your work:

B-4. What issue does your work address? Please check all that apply:

☐ Arts	☐ Men's Issues
☐ Civil Liberties	☐ Mental Health
☐ Consumer Protection	☐ Peace/Conflict Resolution
☐ Crime/Safety	☐ Personal Finance
☐ Dialogue	☐ Poverty/Hunger
☐ Disability	☐ Prison Reform
☐ Disaster Relief	☐ Public Policy
☐ Diversity	☐ Recovery/Addition/Abuse
☐ Economics	☐ Religion
☐ Education	☐ Rural
☐ Energy	☐ Seniors/Retirement
☐ Environment	☐ Service-Learning
☐ Family/Parenting	☐ Spiritual/Metaphysical
☐ Farming/Agriculture	☐ Student Apathy
☐ Fundraising	☐ Veterans of Wars
☐ Gay/Lesbian/Transgender	☐ Voting/Democracy
☐ Health	☐ Wildlife/Animals
☐ Homelessness/Affordable Housing	☐ Women's Issues

B-5. How do you address these issues? [Note: if you address these issues through working with a bunch of other people in a formal manner, then please stop filling out this section, and move to the group/organization section.]
- ☐ Service Projects
- ☐ Lobbying/Advocacy
- ☐ Educational Programming
- ☐ Dialogues
- ☐ Fundraising
- ☐ Mentoring
- ☐ Tutoring
- ☐ Other [blank field] (Using up to 300 Characters)

B-6. If affiliated with a national or state organization, do you have to adhere to that organization's rules and/or code of conduct? ☐ YES ☐ NO
- ☐ Please define (optional):

B-7. The following people are aware of the mission and goals of your work: [Please check all that apply]
- ☐ Board
- ☐ General Public
- ☐ Students
- ☐ Staff
- ☐ Faculty
- ☐ Nobody (you've got work to do)
- ☐ Other [blank field] (up to 50 Characters)

B-8. How do you document your work? [Please check all that apply]
- ☐ This website
- ☐ Written documentation/Filing System. It is located: [Blank Field] (Up to 50 Characters)
- ☐ Oral tradition (poetry, fables, urban legends)
- ☐ None (why not? Use this website!)
- ☐ Other, please specify: [Blank field]

::Part C. Structure of Your Work::

Instructions: So if you're taking over a project from someone who has graduated and you are now asking yourself, "How the heck did she run this thing?" or if you're just starting your work and not sure how to begin, this section will help you document those important building blocks and have a place to store that information so that the person continuing your work won't have but five minutes of asking, "Huh?" In this section are questions about who you work with and what will happen with your work when you graduate.

C-2. How will you carry on your work when you graduate?
- ☐ Someone at my school will take over- who?
  _____
- ☐ I'll continue the work by myself
- ☐ I'll partner with someone not graduating
- ☐ Other, please specify:
  _____

C-3. If someone else will be taking over the work, how will you teach them what you've done? [Please check all that apply]
- ☐ I've created a formal orientation
- ☐ I'll stick around for a while to help
- ☐ No help; trial by fire
- ☐ Information packet
- ☐ Other, please specify:
  _____

::Part D. People You Work With::

Instructions: Time to get to the "who" of your work!!! Who do you work with? Who do you serve? This section will ask you to define these groups.

D-2. What constituent group(s) do you work/serve/partner/collaborate with? [Please check all that apply]
- ☐ Students
- ☐ Faculty
- ☐ Staff
- ☐ Local Community Organizations
- ☐ Schools
- ☐ State, national, or international organizations
- ☐ Other, please specify:
  _____

::Part E. Communications and Publicity::

Instructions: Getting the word out about what you do can sometimes be one of the harder aspects of this work. Communication comes in many shapes and sizes; think about how you've communicated with others and what's worked the best.

E-1. How might someone find out about what you're doing? [Please check all that apply]
- ☐ Email, please enter email address: _____
- ☐ Listserv (please enter subscription link address if applicable):
  _____
- ☐ Website (please enter website address if applicable):
  _____
- ☐ Mail
- ☐ Phone (please enter phone number if applicable): _____

- ☐ Newsletter (Check one: ☐ E-mail ☐ Print ☐ Both print and e-mail)
- ☐ Tabling
- ☐ Posters
- ☐ Info sessions
- ☐ Door-to-Door
- ☐ Other, please specify: _____

E-6. If you have a website/listserv, who maintains it? [Please check all that apply]
- ☐ Yourself
- ☐ Outside contractor, name of company: _____
- ☐ Whoever is willing (a friend, etc), currently it is: _____
- ☐ Other, please specify: _____

E-7. What means of documentation are you using to maintain or pass on vital web information (i.e. passwords, knowledge of software, etc.) [Please check all that apply]
- ☐ Paid staff
- ☐ It's written down somewhere, where is it? _____
  _____
- ☐ Electronic documentation/Filing System, where is it? _____
  _____
- ☐ Other, please specify: _____

::Part G. Fundraising::

G-1. How is your work funded? [Please check all that apply]
- ☐ Grants, please specify: _____
- ☐ Endowed, please specify: _____
- ☐ Private Funders, please specify: _____
- ☐ College/University budget allotment (i.e. student fees), please specify:
  _____
- ☐ Fundraising projects, please specify:_____
- ☐ Other, please specify: _____

::Part H. Resources, Allies, Partnerships::

Instructions: It always helps to have friends – especially when trying to navigate a college/university campus. In this section, let others know who has been helping you out and who you've been working with.

H-1. What other campus organizations do you collaborate with? Please list name of organization and name of primary contact.

H-2. What community organizations do you collaborate with? Please list name of organization and name of primary contact.

H-3. What key faculty/staff/administrators do you work with? Please list name and position.

H-4. Do you have a faculty/staff advisor?   □ YES   □ NO
        If Yes, what support do they provide? [Please check all that apply]
- ☐ Budget management
- ☐ Supervisory
- ☐ Mentor
- ☐ Figurehead
- ☐ Serve as an ally
- ☐ They give me money for my work.
- ☐ Other, please specify: _____

::Part F. Future Planning::

Instructions: "Future what?!?" you say? Here's a chance to look at the bigger picture and think about how your work fits into the big picture.

F-1. What is the ultimate goal of your work? (this could be huge, like ending poverty in the world)

F-2. Do you have a formal strategic plan? Check one: □ YES or □ NO [link for strategic plan]

F-3. How do you see your work changing over time? How long would you like your work to continue?

F-4. What is necessary to make your work sustainable?

F-5. How do you evaluate your effectiveness? This can be in satisfaction of people you work with, achievement of goals. In other words, how do you evaluate your overall success?

GROUP/ORGANIZATION SECTION
For those who are working as part of a group, informally or formally

::Part B. Profile of Group/Organization – General Profile Section::

Instructions: This section asks general information about your group/organization (if you are filling this site out on behalf of a group/organization). *Note:* In another part of this website, you have the option to fill out detailed information about other aspects of your group/organization. After finishing this general profile, just go to the "create detailed information" section.

B-1. Group/Organization Information
- group/organization name: _____
- group/organization email address: _____
- group/organization formed in _____ by _____
- Affiliated with a local/state/national organization (i.e. Big Brothers/Big Sisters, Fraternity/Sorority, etc) check   □ YES   □ NO
    - If Yes, please specify organization: _____

B-2. What are the goals of your group/organization? Please list up to 3 goals.
1. Goal:
2. Goal:
3. Goal:

B-3. In your own words, describe or summarize what your group/organization does? (i.e. we tutor elementary kids once a week)

::Part C. Group/Organization Structure – General Profile Section::

Instructions: So if you've ever been part of an organization where everyone has graduated and you are now asking yourself, "How the heck did they run this thing?" or you're a new member of an organization and not sure how to begin, this section will help you document those important building blocks and have a place to store that information so that the next person coming in won't have but five minutes of asking, "Huh?" In this section are questions about how your group is run, transitioning leadership and decision making processes. *Note:* In another section of this website, you have the option to fill out more detailed information about other components of your group/organization. After finishing this general profile, just go to the "create detailed information" section.

C-1. Who is running your organization/group? [Please check all that apply]
- Elected officers
- Outside supervisors (i.e. a national/state/faith-based organization)
- Faculty/Staff Advisors
- Students within organization
- Students appointed by leadership
- Board of Directors

☐ We try to work together as a group, no one person is responsible
☐ No leadership, we're not there yet
☐ Other, please specify: _____

C-2. How does your group/organization transition leadership when someone graduates/leaves?
☐ Elections
☐ Appoint new leader – by whom [blank field]
☐ Applications
☐ Other, please specify: _____

C-3. How do new leaders learn the ropes? [Please check all that apply]
☐ New leader orientation
☐ New leader starts early and overlaps previous leader
☐ No help; trial by fire
☐ Information packet
☐ Other, please specify: _____

C-4. What is the process by which your group/organizations make decisions? [Please check all that apply]
☐ Voting
☐ Consensus
☐ No formal process, decisions made by mutual agreement
☐ Leader (unilateral decision)
☐ Committees
☐ Other, please specify: _____

::Part D. Membership and Recruitment – General Profile Section::

Instructions: Let's talk people. Who is part of your organization/group? Who do you serve? This section will ask you to define these groups. ***Note:*** You can talk more about people in another portion of this site. Just go to the "create detailed information" section.

D-1. What constituent group(s) do you draw your membership from? [Please check all that apply]
☐ Students
☐ Faculty
☐ Staff
☐ Local Community organizations
☐ Schools
☐ State, National, or international organizations
☐ Other, please specify: _____

D-2. What constituent group(s) do you serve/work/partner/collaborate with? [Please check all that apply]
☐ Students

- ☐ Faculty
- ☐ Staff
- ☐ Local community organizations
- ☐ Schools
- ☐ State, national, or international organizations
- ☐ Other, please specify: _____

::Part E. Communications and Publicity – General Profile Section::

Instructions: Getting people involved can sometimes be one of the harder aspects of this work. Think about how you or your group/organization have let others know about the great stuff you're doing. *Note:* Communications comes in many shapes and sizes so in another portion of this site, you can let people know more about your communications and publicity. After finishing this general profile, just go to the "create detailed information" section.

E-1. How might someone find out about your group/organization? [Please check all that apply]

- ☐ Email, please enter email address: _____
- ☐ Listserv (please enter subscription link address if applicable): _____
- ☐ Website (please enter website address if applicable): _____
- ☐ Mail
- ☐ Phone (please enter phone number if applicable): _____
- ☐ Newsletter (Check one: ☐ E-mail ☐ Print ☐ Both print and e-mail)
- ☐ Tabling
- ☐ Posters
- ☐ Info sessions
- ☐ Door-to-Door
- ☐ Other, please specify: _____

::Part F. Future Planning – General Profile Section::

Instructions: "Future what?!?" you say? Here's a chance to look at the bigger picture and think about how your work fits into the big picture. *Note:* More questions to ponder are available at this site. After finishing this general profile, just go to the "create detailed information" section.

F-1. What is the ultimate goal of your group/organization? (this could be huge, like ending poverty in the world)

F-2. Do you have a formal strategic plan? Check one: ☐ YES or ☐ NO [link for strategic plan]

Detailed Group/Organization Section – Extensive Group/Organization Profile

It's all in the details! So now that you've filled out general information about your group/organization, here is an opportunity to go a little deeper and fill in all of those little things that help your work happen.

::Part B. The What – Extensive Group/Organization Profile Section::

Instructions: So what does your group/organization look like? Things to consider for this section include: history, affiliation, mission statements, and documentation. Big issues but once you get them up on this site, you're all set!

B-4. What issue area or areas does your group/organization address? Please check all that apply:

☐ Arts	☐ Men's Issues
☐ Civil Liberties	☐ Mental Health
☐ Consumer Protection	☐ Peace/Conflict Resolution
☐ Crime/Safety	☐ Personal Finance
☐ Dialogue	☐ Poverty/Hunger
☐ Disability	☐ Prison Reform
☐ Disaster Relief	☐ Public Policy
☐ Diversity	☐ Recovery/Addition/Abuse
☐ Economics	☐ Religion
☐ Education	☐ Rural
☐ Energy	☐ Seniors/Retirement
☐ Environment	☐ Service-Learning
☐ Family/Parenting	☐ Spiritual/Metaphysical
☐ Farming/Agriculture	☐ Student Apathy
☐ Fundraising	☐ Veterans of Wars
☐ Gay/Lesbian/Transgender	☐ Voting/Democracy
☐ Health	☐ Wildlife/Animals
☐ Homelessness/Affordable Housing	☐ Women's Issues

B-5. How does your group/organization address these issues:
- ☐ Service Projects
- ☐ Lobbying/Advocacy
- ☐ Educational Programming
- ☐ Dialogues
- ☐ Fundraising
- ☐ Mentoring
- ☐ Tutoring
- ☐ Other, please specify _____

B-6. How was the group/organization formed?

B-7. If your group/organization is affiliated with a national or state organization, do you have to adhere to that organization's structure and/or rules?   □ YES   □   NO

B-8. Which of the following people are aware of your mission and goals? [Please check all that apply]
- Board
- Volunteers
- General Public
- Students
- Staff
- Faculty
- Nobody (you've got work to do)

B-9. Does your group/organization have a mission statement? □ YES   □   NO

B-10. How was your mission statement developed?
    Optional: Type in your mission statement

B-11. How do you document your work? [Please check all that apply]
- This website
- We pass down information mostly by talking to one another
- None (why not? Use this website!)
- Written documentation/Filing system located at: _____
- Other, Please specify: _____

::Part C. Group/Organization Structure – Extensive Group Profile Section::

Instructions: This section will ask more information about your organization/group's infrastructure, legal fun, and financial issues.

C-5. Do any of the constituent groups you work/serve/partner/collaborate with help run your organization/group?   □ YES   □ NO
- Which ones?   _____
                      _____

C-6. How does your group/organization address legal issues? (i.e. people being hurt while working with you, taking photos of people) [Please check all that apply]
- Liability Release Forms
- Photo release forms
- Legal Advisor
- Background checks
- Forms for minors (Permission by guardian)
- We have not considered this

☐ The work we do doesn't warrant addressing legal issues
☐ Other, please specify: _____

C-7. Who manages your group/organization's finances? [Please check all that apply]
☐ Treasurer
☐ School administrator
☐ Staff/Faculty Advisor
☐ Whoever is willing (no consistent management)
☐ We have no money
☐ No one
☐ Outside organization
☐ Other, please specify: _____

::Part D. Membership and Recruitment – Extensive Group Profile Section::

Instructions: Getting people to attend your events and activities: easy or hard? One area where suggestions are always helpful is in recruitment. This section will ask you questions about ways your recruit, what you have found successful, and whether or not you provide any training (if necessary) for your volunteers.

D-3. How do you recruit volunteers? [Please check all that apply]
☐ Website
☐ Listserv
☐ Tabling
☐ Posters
☐ Class presentations
☐ Through Service-Learning/Civic Engagement Office
☐ Newspaper Ads
☐ One-on-one recruiting
☐ Other, please specify: _____

D-4. What has been your most successful recruitment strategy?
☐ Website
☐ Listserv
☐ Tabling
☐ Posters
☐ Class presentations
☐ Through Service-Learning/Civic Engagement Office
☐ Newspaper Ads
☐ One-on-one recruiting
☐ Other or please explain any strategies:
_____

D-5. Does your organization/group provide training for your volunteers/members?
[Please check all that apply]
☐ Yes
☐ No

☐ Thinking about it/working on it
☐ Please explain your training, (optional):

::Part E. Communications and Publicity – Extensive Group Profile Section::

Instructions: Get the word out! Everybody has such crazy schedules it can be a challenge to make sure everyone is in the loop. This section will cover different ways that you have used to keep in contact with your members as well as volunteers.

E-2. How do you communicate with your members/volunteers? [Please check all that apply].

☐ Email/Listserv
☐ Website
☐ Mail
☐ Phone
☐ Newsletter
☐ Tabling
☐ Posters
☐ Info sessions
☐ Door-to-Door, One on one
☐ Other, please specify: _____

E-3. Which communication strategy has been the most successful? [Please check one]

☐ Email/Listserv
☐ Website
☐ Mail
☐ Phone
☐ Newsletter
☐ Tabling
☐ Posters
☐ Info sessions
☐ Door-to-Door, One on one
☐ Other, or please explain any strategies:

_____

E-4. How often does your organization/group communicate with your members/volunteers? [Please check all that apply]

☐ Daily
☐ Weekly
☐ Bi-Weekly
☐ Monthly
☐ Once a semester
☐ Only after being contacted
☐ Never

E-5. How do you know that your communication strategies are successful? [Please check all that apply]

       ☐ We get responses
       ☐ We follow up via phone/email/person/etc
       ☐ We don't know
       ☐ Everyone is on the same page
       ☐ Other, please specify: _____

E-6. If you have a website/listserv, who maintains it? [Please check all that apply]

       ☐ Webmaster (member of group), name:_____
       ☐ Outside contractor, name of company: _____
       ☐ Whoever is willing, currently it is: _____
       ☐ Other, please specify: _____

E-7. What means of documentation are you using to maintain or pass on vital web information (i.e. passwords, knowledge of software, etc.) [Please check all that apply]

       ☐ Paid staff
       ☐ Training for new webmasters
       ☐ Campus administrators/staff/faculty
       ☐ It's written down somewhere, where? _____
          _____
       ☐ Electronic documentation/Filing System, where is it?
          _____
       ☐ Other, please specify: _____

::Part G. Fundraising – Extensive Group Profile Section::

G-1. How is your organization/group funded? [Please check all that apply]

       ☐ Grants, please specify: _____
       ☐ Endowed, please specify:
          _____
       ☐ Private Funders, please specify: _____
          _____
       ☐ Dues, please specify: _____
       ☐ College/University budget allotment, please specify: _____
          _____
       ☐ Group fundraising projects, please specify: _____
       ☐ Other, please specify: _____

::Part H. Resources, Allies, Partnerships – Extensive Group Profile Section::

Instructions: It always helps to have friends – especially when trying to navigate a college/university campus. In this section, let others know who has been helping you out and who you've been working with.

H-1. What other campus organizations do you collaborate with? Please list name of organization and name of primary contact.

H-2. What community organizations do you collaborate with? Please list name of organization and name of primary contact.

H-3. What key faculty/staff/administrators do you work with? Please list name and position.

H-4. Do you have a faculty/staff advisor?   □ YES   □ NO
       If Yes, what support do they provide? [Please check all that apply]
             □ Budget management
             □ Supervisory
             □ Mentor
             □ Figurehead
             □ Serve as an ally
             □ They give us money
             □ Other, please specify: _____

::Part F. Future Planning – Extensive Group Profile Section::

Instructions: An important component of sustainability is looking to the future. This section can serve as points to ponder or something to bring up with your group/organization. You may not have answers to all of these questions, and that's okay. Either way, take a few minutes and think through these questions; they can really help you create a plan for how your work can keep moving *forward*.

F-3. How do you see the group changing over time? How long would you like your group to be in existence?

F-4. What is necessary to make your group sustainable?

F-5. How do you evaluate your group's effectiveness? This can be satisfaction of people you worked with and achievement of goals. In other words, how do you evaluate your overall success?

F-6. How do you develop trust and respect with the different people involved in your group?

Let's talk specifics. How have you taken action? This section will ask you about the civic engagement events/activities that you have implemented. Once you've filled out the entire event section, it will be available for you to print out as a report as well as available online for others to search and get ideas and inspiration. And of course, we encourage you to take a look at what other students are doing nationwide because you don't have to reinvent the wheel. You'll save yourself time and may find some sparks for excellent, innovative student work!

::Part B. Basic Info of Event – Extensive Event Profile Section::

Instructions: Give us a snapshot of your event. This section is where you can outline what your event looks like, what you're working for, and who's involved.

B-1. Event Information
- a. Event name: _____
- b. Who runs/ran the event? [please check all that apply]
  - ☐ A committee within our organization
  - ☐ One person
  - ☐ The whole group
- c. What's the contact information: name, email, etc.
  _____
- d. Did you partner with other groups/organizations? ☐ YES   ☐ NO.
  If yes, please specify which groups/organizations you worked with:
  _____
  _____

B-2. What issue area or areas does your event address? Please check all that apply:

☐ Arts	☐ Men's Issues
☐ Civil Liberties	☐ Mental Health
☐ Consumer Protection	☐ Peace/Conflict Resolution
☐ Crime/Safety	☐ Personal Finance
☐ Dialogue	☐ Poverty/Hunger
☐ Disability	☐ Prison Reform
☐ Disaster Relief	☐ Public Policy
☐ Diversity	☐ Recovery/Addition/Abuse
☐ Economics	☐ Religion
☐ Education	☐ Rural
☐ Energy	☐ Seniors/Retirement
☐ Environment	☐ Service-Learning
☐ Family/Parenting	☐ Spiritual/Metaphysical
☐ Farming/Agriculture	☐ Student Apathy
☐ Fundraising	☐ Veterans of Wars

☐ Gay/Lesbian/Transgender	☐ Voting/Democracy
☐ Health	☐ Wildlife/Animals
☐ Homelessness/Affordable Housing	☐ Women's Issues
☐ Immigration	☐
☐ International	☐
☐ Leadership	☐
☐ Legal Assistance	☐
☐ Literacy	☐
☐ Media	☐

B-3. Please check all items that best characterize your event:
  ☐ One-time event
  ☐ Annual Event
  ☐ Other, please specify: _____

B-4. Is your event affiliated with a national or state organization? □ YES □ NO.
  If yes, do you have to adhere to that organization's rules and/or code of
  conduct? □ YES □ NO
    ☐ Please define (optional): _____
    _____

B-5. In your own words describe or summarize this event:

B-6. Does your event have goals?   □ YES   □ NO
  If yes, what are the goals of your event? Please list up to 3 goals.
  1.
  2.
  3.

B-7. Who decided on these goals?
  Optional: type in your mission statement

B-8. Who is aware of the goals of your event? [Please check all that apply.]
  ☐ Board
  ☐ City Council/Local Government
  ☐ Volunteers
  ☐ General Public
  ☐ Students
  ☐ Staff
  ☐ Faculty
  ☐ Nobody (you've got work to do)
  ☐ Other, please specify: _____

B-9. How do you document the work for this event? Please check all that apply.
- ☐ This website
- ☐ We pass down information mostly by talking to one another
- ☐ None (use this website!)
- ☐ Written documentation, located where? _____
- ☐ Other, please specify _____

B-10. If you have held your event, in what ways did you accomplish your goals? [please check all that apply]
- ☐ Money raised for cause, how much raised? _____
- ☐ People in attendance, how many people? _____

* * * * *

More help: Check out the Resources page for a spreadsheet template that you can customize to help you track all of your accomplishments
* * * * *

::Part C. Event Structure – Extensive Event Profile Section::

Instructions: The pre-event work usually encompasses a number of things. In this section, help save yourself and those who come after you some time by outlining who's involved with planning and organizing, how you make decisions, and the oh-so-fun legal and financial issues.

C-1. Who organizes your event? Who serves as the leadership for the event? [Please check all that apply]
- ☐ Elected officers – Event-specific staff
- ☐ Outside supervisors (i.e. a national/state/faith-based organization)
- ☐ Faculty/Staff Advisors
- ☐ Students all of equal status
- ☐ Appointed Students
- ☐ No leadership
- ☐ Other, please specify: _____

C-2. What is the process by which your event planning group/committee makes decisions?
- ☐ Voting
- ☐ Consensus
- ☐ Event Leader(s) (unilateral decision)
- ☐ Other, please specify: _____

C-3. How do you address legal issues pertaining to this event? (i.e. people being hurt while working at your event, taking photos of people) [Please check all that apply]
- ☐ Liability release forms
- ☐ Photo release forms
- ☐ Legal Advisor
- ☐ Background checks

☐ Forms for minors (permission by guardian)
☐ We have not considered this
☐ The work doesn't warrant addressing legal issues
☐ Other, please specify: _____

C-4. Who manages the finances for this event?
☐ Treasurer (designated for event only)
☐ School administrator
☐ Staff/Faculty Advisor
☐ Whoever is willing to
☐ We have no money for this event.
☐ No one.
☐ Outside Organization (i.e. Campus Compact)
☐ Other, please specify: _____

::Part D. Who's Involved in the Event? – Extensive Event Section::

Instructions: Now that you've got the event planned, who's going to come and how do you get them to attend? Think about how you've drawn people to attend your event and the successful strategies you've employed.

D-1. On average, how many people do you need to staff this event?
☐ 1-5 people
☐ 5-10 people
☐ 10-20 people
☐ More than 20 people
☐ Other, please specify: _____

D-2. What constituent group(s) does this event draw participants from? [please check all that apply]
☐ Students
☐ Faculty
☐ Staff
☐ Community members
☐ Other, please specify: _____

D-3. On average how many people participate in this event or if this is the first time to conduct this event, how many people do you expect to participate in this event?

_____ people

D-4. How do you recruit participants for this event? [Please check all that apply].
☐ Website
☐ Listserv
☐ Tabling
☐ Posters
☐ Class presentations

- ☐ Through Service-Learning/Civic Engagement Office
- ☐ Newspaper Ads
- ☐ One-on-one recruiting
- ☐ Other, please specify: _____

D-5. What has been your most successful recruitment strategy?
- ☐ Website
- ☐ Listserv
- ☐ Tabling
- ☐ Posters
- ☐ Class presentations
- ☐ Through Service-Learning/Civic Engagement Office
- ☐ Newspaper Ads
- ☐ One-on-one recruiting
- ☐ This is a new event, no past recruitment.
- ☐ Other, or please explain any strategies: _____
  _____

D-6. Do you provide training for participants and/or staff pertaining to this event?
- ☐ Staff: ☐ YES ☐ NO
- ☐ Participants: ☐ YES ☐ NO

::Part E. Communications and Publicity – Extensive Event Profile Section::

Instructions: Save the date! How is your event publicized? Where do you publicize your events? Sometimes a combination of strategies can be useful, so be sure to include all the methods you've employed.

E-1. How might someone find out about your event? [Please check all that apply]
- ☐ Email/Listserv (please enter subscription link address if applicable):
  _____
- ☐ Website (please enter website address if applicable):
  _____
- ☐ Mail
- ☐ Phone (please enter phone number if applicable): _____
- ☐ Newsletter (Check one: ☐ E-mail ☐ Print ☐ Both print and e-mail)
- ☐ Tabling
- ☐ Posters
- ☐ Info sessions
- ☐ Door-to-Door
- ☐ Other, please specify: _____

E-2. If you have a website/listserv for this event, who maintains it?
- ☐ Webmaster (member of group), name: _____
- ☐ Outside contractor, name of company: _____
- ☐ Whoever is willing, this year it is, name: _____
- ☐ Other, please specify: _____

::Part G. Fundraising – Extensive Event Profile Section::

Instructions: It may be that your event doesn't need any funds, if so then great! But if you have had to raise some money to host your event, this is the section to outline how you did it.

G-1. How is this event funded? [Please check all that apply]

- ☐ Grants, please specify: _____
- ☐ Endowment, please specify: _____
- ☐ Private Funders, please specify: _____ _____
- ☐ Dues, please specify: _____
- ☐ College/University budget allotment, please specify: _____ _____
- ☐ Group fundraising projects, please specify: _____
- ☐ Other, please specify: _____

G-2. What techniques do you use to fundraise for this event? [Please check all that apply]

- ☐ Applying for Grants
- ☐ Funds allocated to student groups
- ☐ General University/College funds
- ☐ Solicit local businesses
- ☐ Charge money for the event
- ☐ Event organizers foot the bill
- ☐ Other, please specify: _____

::Part H. Resources, Allies, Partnerships – Extensive Event Profile Section::

Instructions: It's not what you know, it's who you know. Well, that may not be true, but it's always helpful to have other people helping out the cause. Maybe your event is a collaborative event that includes other groups on campus or maybe this is a campus - community partnership. So tell us, who's your friend?

H-1. What other campus organizations do you collaborate with for this event? Please list name of organization and name of primary contact.

H-2. What community organizations do you collaborate with for this event? Please list name of organization and name of primary contact.

H-3. What key faculty/staff/administrators do you work with for this event? Please list name and position.

H-4. Do you have a faculty/staff advisor?   □ YES   □ NO
        If Yes, what support does he/she provide? [Please check all that apply]
            □   Budget management
            □   Supervisory
            □   Mentor
            □   Figurehead
            □   Serve as an ally
            □   Other, please specify: _____

::Part F. Future Planning – Extensive Event Profile Section::

Instructions: An important component of sustainability is looking to the future. Your event may only be a one-time event or perhaps next year it might look a little different. This section offers you a place to brainstorm and visualize what you'd like this event to look like in the future. If you don't have answers right now, that's ok. You can come back at any time to add information and perhaps change your vision.

F-1. What is the end goal of your event? (this could be huge, like our event is one step in helping to end poverty in the world).

F-2. How do you see the event changing over time? How long would you like your event to be in existence?

F-3. What is necessary to make your event sustainable (if your event is long-term)?

F-4. How do you evaluate your event's effectiveness? This can be in terms of the satisfaction of people you work with or achievement of goals. In other words, how do you evaluate your overall success?

F-5. How do you develop trust and respect with the different people involved in your event?

::Thank You::

Yay! You've made it through! The survey is complete. Thank you for being a member of ActionForward. Your hard work and lessons learned are now available online for you and others to access. Come back at any time to update your information or browse through the work of other students. Just a last reminder: We encourage you to continue using this tool as a way to find new and fantastic ways to push your work forward.
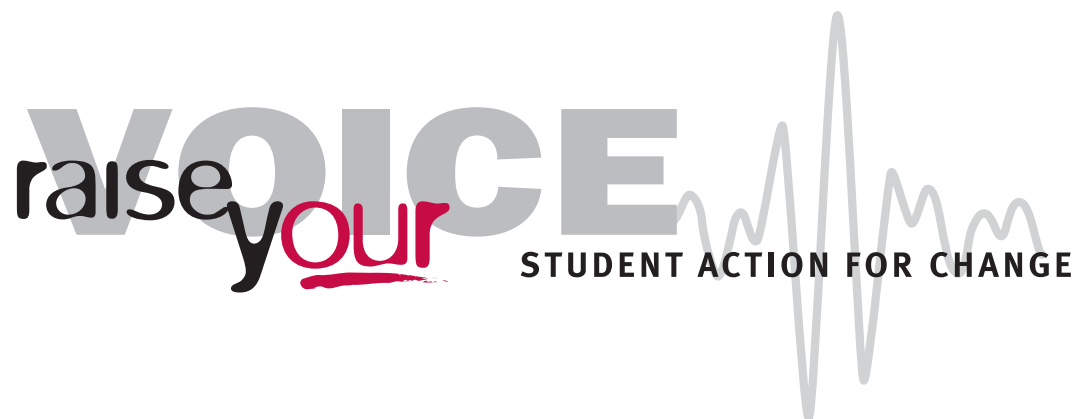
COMMUNITY MAPPING
RESOURCE GUIDE

Community Mapping

Overview

Students from around the country are working on civic issues-- from serving in middle schools to organizing campuses around eliminating sweatshops-- to improve communities and the broader world. As a way to support those efforts and support the broader goal of helping you take action on the issues you care most deeply about, we have created this community mapping activity to help you identify the potential assets and allies that exist on your campus and also help you determine the "gaps" on your campus. After this initial mapping, you will be able to develop strategies for action and find additional resources to promote student involvement and the issues you care about. Remember, it is most often institutions that are apathetic, not students. After using this mapping tool you will be able to hold your campus accountable for providing more opportunities.

Mapping is a core community building skill that is a way of life for the best community organizers (See Historical Background section below). When you here the word "mapping" you probably think of a traditional street map that tells you where something is located and how to get there. Community mapping does the same thing, except the purpose is to evaluate your campus is regard to student voice and student civic engagement. It will also help you locate assets for getting involved and making democratic change on your campus. It can help you get started on implementing desired civic changes.   Most importantly, mapping is a tool that initiates a community building process on a campus that helps locate allies and resources so that change is possible.

The mapping tool below is layered so that it can be used for a quick analysis of your campus; or it can be used as a means of longer-term community mapping of campus-community connections. Some students will stop after the initial mapping with an assessment of campus and have recommendations for action;

others will see the initial mapping simply as the start of an intensive community mapping process on campus. Both will be valuable and useful.

We suggest organizing this activity with a group of 5 to 25 students from a single campus. Finding the right group of students depends on you and your campus: you may organize it with a group of students in a class ; a group of students in your residence hall; a student organization on campus; members of student government; or even a group of friends. You may also want to get the assistance of the community service director on your campus, or a sympathetic faculty member. These "elders" will bring an institutional memory that other students may not have. They can inform you of the history and the tradition of students voice and action on campus.

The Community Mapping Activity I through Activity V (without the interviews) can be done in less than 2 hours. If you do interviews, each interview will probably take up to 1 hour each. However, the Community Mapping activity should be thought of as a community building process, and time will vary depending on how useful it is for you on your campus.

After the initial Community Mapping there are many ways to proceed, including interviews, conversations with other students who are mapping their campus, regional conversations about your institutions, writing an article to the student newspaper, meeting with faculty and / or administrators, or presenting your maps to a group of community partners.

Historical Background: Approaches to Community Mapping

One of the first examples of community mapping was done in the 1890s by settlement house pioneers, such as Jane Addams at Hull House in Chicago, who did a sociological survey of the neighborhood and published *Hull House Maps and Papers.*

This process developed over time to include community mapping done by young people in the 1930s with support from a community-minded principal named Leonard Covello at Benjamin Franklin Community High School in East Harlem. As part of the curriculum students at Benjamin Franklin Community High School surveyed their neighborhood to find out what was there and then created giant maps to put in the school which gave information such as how many community organizations, public playgrounds, and churches existed and where they were located, but also identified things like liquor stores and bars. Covello writes:

> *The map showed that in East Harlem there were forty-one*
> *churches and missions, twenty-two political clubs, nine labor*
> *organizations, five hundred and six candy stores, two hundred*
> *sixty-two barber shops. There were twenty-eight liquor stories, one*
> *hundred fifty six bars, twenty-six junk shops, six hundred eight-five*

grocers, three hundred seventy-eight restaurants, two hundred thirty-two tailors, and sixty-three radio repair shops, as well as two hundred ninety-seven doctors, seventy-four dentists, one hundred and two furniture stores, and fourteen loan offices. Hungrily our map devoured these statistics…..It was both significant and depressing, both to students and us teachers, to realize that a community which could support forty-one religious institutions and twenty-two political clubs could boast only a few open playgrounds for its children, three public halls, [and] no neighborhood newspaper at all.

More recently, John McKnight and John Kretzmann of the Asset Based Community Development Institute at Northwestern University (http://www.northwestern.edu/ipr/abcd.html) have developed a process of using "asset mapping."   McKnight and Kretzmann have attempted to change the way professionals look at communities. Instead of seeing communities as a glass that is half empty- i.e. looking at all the problems in a community (drugs, crime, abandoned housing, etc), they argue that professionals should look at the glass as half full and map the assets in a community (schools, community centers, green space, etc.).

Finally, Harry Boyte and the Center for Democracy and Citizenship at the University of Minnesota (www.publicwork.org) helps young people to "power map;" to create a better understanding of the self-interests of stakeholders when trying to implement change on public or community issues they care about. In their youth initiative, Public Achievement (www.publicachievement.org), young people use mapping as a tool for stakeholder and power analysis, as well as relationship building to develop allies and strategies for "public work" projects.

Civic Engagement Defined

What is "civic engagement?" There are many definitions of "civic engagement." However, The Student Civic Engagement Campaign hopes to listen to student's voices about how young people define civic engagement in their own lives and work.

Here are some ways civic engagement is currently being defined:

> *"Adding ones voice to community conversations. Advocacy on behalf of others. Participation in public life. Encouraging other people to participate in public life. Joining in common work that promotes the well being of everyone."*
> - Project 540 (*www.project540.org*)

> *"Individual and collective actions designed to identify and address issues of public concern. Civic Engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. Civic Engagement encompasses a range of activities such as working in a soup kitchen, serving on a neighborhood association, writing a letter to an elected official or voting."*
> - The Pew Charitable Trusts (*www.pewtrusts.org*)

> *By civic engagement we mean exercising personal agency in a public domain; and we assume that becoming civically engaged is a developmental process characterized by growing facility with ideas, situations, skills and awareness.*
> - The New Student Politics Curriculum Guide (*www.compact.org/students/curriculum_guide.html*)

> *"Civic engagement means an institutional commitment to public purposes and responsibilities intended to strengthen a democratic way of life in the rapidly changing Information Age of the 21st century."*
> - Task Force on Civic Engagement, University of Minnesota (*www1.umn.edu/civic/*)

How do you define civic engagement?

Community Mapping
Activity Guide

Activity I:
**Who's around*?***

Step I. Mapping Stakeholders

The first step is to identify key stakeholders. The following questions will help inform the mapping process. During this mapping activity, you may want to fill out the survey individually and then work in groups to draw the map of your campus. In this process, you may wish to start with the general (i.e. Service Learning Center), but then get ***specific*** and include names and contact information of people on campus (i.e. Sam Grant, Director, 555-555-5555). The more specific you can get, the better, especially as you go out to talk with people.

A "stakeholder" is any person or group that has a real interest (or "stake") in something.

- Who are key "stakeholders" (on campus and beyond) for increasing student voice and civic engagement opportunities?

- Where is student involvement and action supported (including volunteering, service learning, or political and community work)?

- What student groups are organizing on campus?

- Where do students have voice on campus (i.e. student government, forums on campus, students on advisory committees)? Who are key student leaders?

- What communities and neighborhood organizations can/do students partner with?

Community Mapping Tool

Supportive People/Places

Community Allies

Student Voice and Civic Engagement

Key Stakeholders

Student Leaders/ Groups
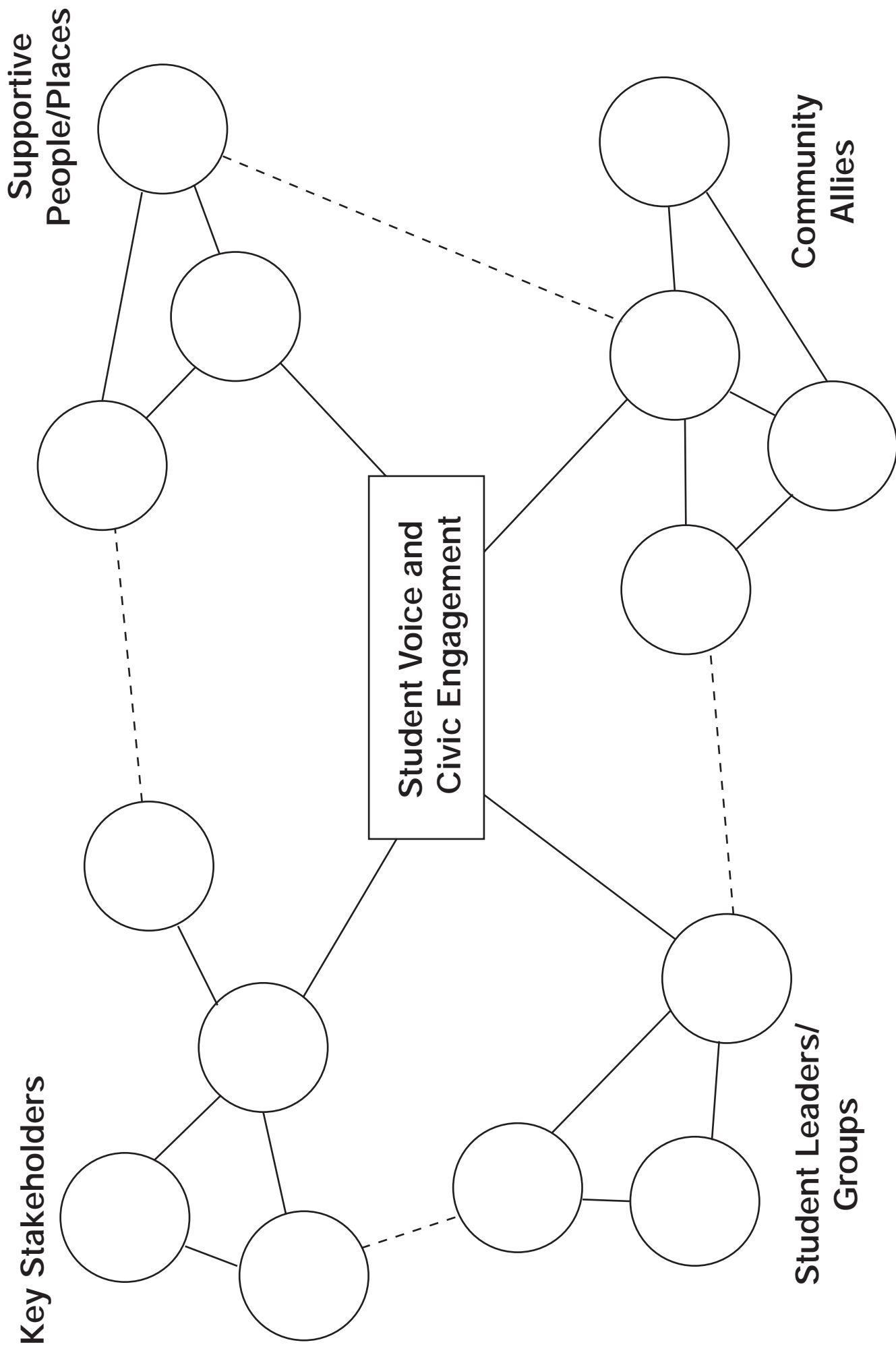
Step II. Interviews

Note: Optional- but you may want to return to this later

Doing interviews is important for building relationships with key people on campus and understanding where are the leverage points for change; but it requires much more time. Those who are simply doing a one-day mapping/assessment should skip to Activity II. You may want to return to this later as you talk with people around campus about student voice and involvement.

After the initial mapping, the next step is to do one-to-one interviews with some of the people you identified, probably 2-3 people per person This can seem intimidating, but the stakeholders you identified are most often excited to talk with people about their work, especially students. It is also an essential aspect of understanding power on campus, building allies, and seeing how to accomplish your goal (which could range from hosting a dialogue, to getting more students to join your organization, to getting your university to pay a living wage to workers on campus).   The following are questions to ask your identified stakeholders:

- *How did you first become involved in your work (depending on how the person is identified as a stakeholder, this can be made more specific to the organization or civic engagement work this person is doing)?*

- *What drives you to be involved?*

- *How can we increase student involvement and voice on campus?*

- *What changes would you like to see on campus or in the broader community? Do you think change is possible?*

- *Who else do you know that is working on these issues?*

Be sure to follow-up on interesting answers and observations. Build on what your interviewee has already said, rather than following a set script of questions. An interviewee who feels listened to is likely to talk more than someone who feels ignored. People like to talk about their work, especially with students, so this activity, while sometimes scary, should be fun and meaningful. Try to get to know what motivates this person to be involved and how this person might be enlisted as an ally in your efforts on campus.

Activity II:
Helping and Hindering Student Civic Engagement

As you look at the people and places you identified (and potentially interviewed) above, think about the "strengths" and "gaps" on your campuses for fostering students voice and civic engagement. Specifically, how does your university "help support" and how does your university "hinder" student voice and student civic engagement? Use the following questions to guide your discussion in determining the strengths and the gaps on your campus.

STRENGTHS—SUPPORTING STUDENT VOICE AND CIVIC ENGAGEMENT

- *In what areas is your campus strong at student voice and/or civic engagement?*

- *How does your university help support student voice and/or civic engagement?*

GAPS—HINDERING STUDENT VOICE AND CIVIC ENGAGEMENT

- *In what areas does your campus need more opportunities for student voice and/or civic engagement?*

- *How does your university hinder student voice and/or civic engagement?*

Activity III:
Recommendations for Change- Action Steps

- *In the ideal, how could your university help support student civic engagement and foster student voice?*

- *What concrete steps need to be taken to create a more democratic culture for student voice and civic engagement on your campus?*

Activity IV
Next Steps: Action Plan

1) Follow-through on the action steps from Activity III!

2) Host dialogues on the area in your community mapping that you care most deeply about. You may want to co-sponsor the dialogue with people you interviewed (see Dialogue Resource Guide - www.actionforchange.org/dialogues/

3) Make your assessment of the campus public:

- Write a letter to the student newspaper
- Meet with faculty to present your assessment and recommendations
- Meet with administrators to present your assessment and recommendations
- Meet with students from other schools and compare notes (both regionally and with peer institutions)
- Meet with student government and ask them to sponsor your mapping and fight for your recommendations
- Discuss your assessment with students from other local campuses and peer institutions to compare notes.

Student voice and civic engagement as it is

How does your university help support/hinder student civic engagement and student voice?

Help

Hinder

Student voice and civic engagement as it should be

In the ideal, how could your university help support student civic engagement and foster student voice?

What concrete steps need to be taken to create a more democratic culture for student voice and civic engagement on your campus?

1.

2.

3.

Activity V.   Report Back

We would like to know how your mapping is going. Please report back to us by sending the following information to:

Name:_____

College or University:_____

Who have you talked with?

Where is student voice and civic engagement on your campus strong? (Include as many specific details as possible)

What are some of the obstacles to student voice and student civic engagement on your campus?

What recommendations do you have to create more opportunities for student voice and civic engagement on your campus?

What action steps will you take / have you taken to increase student civic engagement?

Dialogue Resource Guide

The Student Civic Engagement Campaign, a project of **Campus Compact**, is currently **promoting dialogues** on college and university campuses across the country. A **dialogue differs from a debate** in that it asks that all participants put their own "conclusions" on hold and regard other participants as colleagues in search for common ground. A facilitator or facilitators are charged with the task of keeping the discussion moving forward on the selected topic or issue that is at the center of the conversation.

The purposes of all dialogues are:
- To *bring together people* from diverse backgrounds and experience,
- To *open avenues for discussion*, learning and cooperation,
- To *promote understanding* of different points of view,
- To *identify information or issues*
- To offer opportunities for people to *become part of an interactive network* of active and concerned citizens,
- To explore, discuss and carry away for further thought a range of *viable alternatives*

(from University of Waterloo)

They are not:
- Argumentative debates; or
- Meetings of professional experts.

The purpose of **the Student Civic Engagement Campaign** dialogues is to create safe space for student voice and action on campus. We recognize the passion, power, and wisdom students bring, and hope to listen to, catalyze, and connect students.

Go to our Hosting Dialogue Page to find useful tools to help you prepare for your dialogue.

Go to our Training Calendar to find out what free dialogue trainings are happening in your area.

Or go to our Action Reports page to see what other students are doing nationwide, or report how your own dialogue or civic engagement event went.

Hosting a Dialogue

The Student Civic Engagement Campaign invites students nation-wide to participate in student dialogues around service and civic engagement. **We need students to host, facilitate, promote, record and report what happens**. Everything you need to make this happen on your campus, and to **have your voice heard** nationwide through this website is located right here. Check out the rest of this site and contact us if you have any questions.

The purpose of these dialogues is to **promote student knowledge, service, and action** that are in keeping with the spirit of democratic action. They should be open to all interested parties, should **encourage open and democratic participation** and contribute to civic engagement in some clearly defined manner.

We recommend that two or more students work together on planning for and hosting dialogues. Sharing the thinking and the work is much more likely to result in a dialogue that will be successful.

We have included a number of tools that are designed to make your work easier. The tools are broken up into two sections: Logistical Issues and Facilitating a Dialogue. The Logistical Issues section deals with everything from **booking a room on campus** to getting your favorite faculty member to supply pizza and soda. The Facilitating a Dialogue section focuses in on the actual event and acts as a short training manual on the **skills, tools, tips and tricks to promoting open and honest discourse** around critical issues.

During the writing of this resource guide we tested a number of the tools included here by having dialogues around the country. We found it was **useful for us to refer back to past dialogues** and learn from mistakes and success. In light of this, we have included numerous Sample Dialogues for you to base your own activities on, borrow ideas from, or just to refer to during the planning process.

Finally, we have included an **extensive collection of activities and forms**, pre-made and ready for you to use or to change to fit your dialogue or your style. All of these are here **for your use** and are downloadable. Please visit our Online Forms page and take what you need.

Logistical Issues

Aside from a checklist, which helps you consider the details of planning a dialogue, you will have to make many **strategic decisions** about the type, size, format, and facilitation of your dialogue. While the Sample Dialogues provided represent what we think is a good range of different dialogues, there are many other ways of organizing and leading **discussions that contribute to public understanding of critical issues**. As an organizer (or organizers) you may want to think about some of the opportunities and challenges that lie before you.

The Shape: Topic, Goals/Objectives, Dialogue formats, Size
The Occasion: Events that invite dialogue
The People: Participants, Expertise
The Place: Facilities
The Record: Maintaining A Record
The Press: Publicity/Public Relations

The Shape

Topic

Selecting a topic for your dialogue will point the way to many logistical decisions you must make. As the overall purpose of this project is to create dialogues to **hear what students have to say** about issues of critical importance to the society, a wide range of topics can be considered. The topics of our Sample Dialogues may provide some ideas, however, other topics might be drawn from our list of Hot Topics. Some campuses may elect to host dialogues on **issues unique to their campus**. Others may select a topic that is of great importance to their community, city or region.

The important point is to **select a topic that will engage participants** and serve to educate everyone by allowing them to hear **different points of view**. And if it is your goal/objective to come out of the dialogue with specific plans, select and structure a topic so that **action outcomes are likely** to occur.

Goals/Objectives

Dialogues can also be thought of as one-time-events or sustained community-building activity. In some cases, a single dialogue may be enough for everyone to participate and more or less exhaust the topic being discussed. Other dialogues may be designed to be sustained over time, continuing to clarify the issue and deepen participants understanding of the issue. Similarly, a dialogue may be offered one-time-only or may be offered many times, each time reaching a different audience.

Dialogues may be highly structured with much advanced planning, guest speakers with a specific expertise, and formal rules for the dialogue; or dialogues may be very informal, as simple as a concerned group of students gathered in a dorm room or in a dining hall trying to carry on meaningful and respectful conversation about issues of importance.

There are two major types of dialogues:

- Those that are **process oriented** and designed to bring diverse people together and promote understanding of different points of view with no particular efforts to reach consensus or identify courses of action. Issue dialogues, art/film discussions, and book clubs are examples of this type of dialogue

- Those that are **goal oriented** and designed to establish goals, strategies and plans of action. Town hall meetings and public policy dialogues are often structured in this manner.

Dialogue Formats

There are a variety of formats that can be used for your dialogue. The first Sample Dialogue is an example of an **open issue dialogue**. It makes use of minimal structure relying on a single facilitator and a set of basic questions that hinge on one or more issues and that invite everyone to participate fully. Other dialogues may begin with more content focus to provoke conversation.

> *Types of dialogues include:*
>
> *Open issue*
> *Guided issue*
> *Town hall meeting*
> *Public policy dialogue*
> *Learning Circle*

- **Open Issue** – A dialogue in which a central theme or question is used to structure the dialogue and the only information presented is presented by the participants.

- **Guided Issue** – A dialogue that is structured around some outside information that sets the stage for the conversation.
    - ✓ *A speaker* (e.g. A congressional representative might be invited to a "conversation with students" which might begin with the representative talking briefly about his or her own work on youth agendas.)
    - ✓ *A film or video* (e.g. A dialogue might be designed to follow a screening of a film or video that contains a civic, service or political message,)
    - ✓ *A book or article* (e.g. A dialogue might be conducted as a part of an on-going book club or in a manner similar to book clubs in which a book is selected by a group in advance and people come together to discuss the book and its relationships to their lives.)
    - ✓ *An art exhibit* (e.g. A civic dialogue might be conducted in connection with a new art exhibit if the art exhibit has civic or political ramifications. For example, an exhibit of the work by Jose Clemente Orozco might serve to foster a dialogue about the experience of immigrants in America.)
    - ✓ *A panel presentation* (e.g. A brief presentation by a university administrator, the head of a local non-profit, a political science instructor and a student might serve as a lead-in to a dialogue on Education, Service and Political Change.)

- **A Town Hall Meeting** – A town hall meeting is a dialogue that is more goals oriented and expects to produce some action or recommendation. (e.g. Students may want to come together about some highly specific issue such as "Student role in the evaluation of faculty" and emerge from the dialogue with concrete factual understanding of the issue and possibly some recommendations for the future. These type meetings generally begin by having one or more people clearly articulate the issue.)

- **A Public Policy Dialogue** - Unlike other dialogues, Public Policy Dialogues typically are designed to bring together a representative sampling of different

leaders that will move an issue to new levels and serve to shape policy. These dialogues have more of an "expert" flare to them than other types of "citizen" gatherings. (e.g. Leaders from student government, student press, and student organizations might gather for a policy dialogue on "Increasing student participation in campus governance".)

- **A Learning Circle**- Learning Circles come out of a rich tradition of citizen activism and democratic education, including the work of educators such as Paulo Freire of Brazil and Myles Horton of the Highlander Folk School. Learning Circles are small, face-to-face gatherings of people who come together build trust and share their ideals, goals, practices and experiences. Learning circles seek to create free and safe spaces where open discussion of hard questions can take place in a collaborative and enriching environment that brings together people from different constituencies. [See www.e4ce.org]

Size

What is the ideal size for a successful dialogue? Much of that depends on the type of dialogue, what organizers hope to accomplish and the level of agreement/disagreement around the topic being discussed. As a general rule, **smaller is better and diversity of opinion is a plus**. An ideal size for an introductory dialogue might be 10 to 15 participants. This size allows each participant to join in the flow of conversation and lends itself to the building of relations and to respectful listening.

More formal formats that make use of narrow topics, possibly introduced by a panel or expert, might be much larger. It is not uncommon for town hall type meetings to accommodate 100 or more participants.

The Occasion

Sometimes it seems as if we are a society that lurches from one "special day" to the next. It may be useful to think about using special days, events, or holidays as a way of structuring dialogues. This ties thoughtful deliberation to the other things we are experiencing in our lives and may serve to make deliberation a part of our routine life. The use of the commemoration of September 11 as an opportunity to dialogue is suggested in Sample Dialogue Seven.

Other events and the dialogues they suggest include:

- **Election Tuesday** – Voting: A necessary but not sufficient act of citizenship (might be more valuable to use this topic a week before the close of voter registration for elections)

- **Veterans Day -** Why Be Patriotic? An exploratory dialogue about patriotism in the "New" America (See Sample Dialogue Six)

- **Thanksgiving** – Hunger and Homelessness (see Sample Dialogue Five)

- **End of year/semester –** Reflections on Charity versus Change: What can students expect to accomplish through civic action?

- **Martin Luther King, Jr. Day -** What is Civic Engagement? (see Sample Dialogue Four)

- **President's Week (National Civic Engagement Week)** - Students and the Public Good: A dialogue on student involvement in public life (See Sample Dialogue One)

- **Earth Day** – Students and a Sustainable Planet

These are, of course, only illustrations of both events and possible dialogue topics. We invite you to use your own imaginations, local or campus events, and the energy of campus to identify events that might be made even more notable by the inclusion of a dialogue or series of dialogues.

The People

Participants

While the intention of dialogues is to bring together a diverse group of participants, care must be taken to insure that the participants invited are interested in the topic and likely to agree to basic rules of civil discussion.

Getting started - In many cases, you may wish to begin dialoguing with students who have been engaged such as those who have been involved in community service or campus political activities. These students have already given some thought to the issue of civic engagement and are the most likely to take an interest in the dialogue process. It is important within this description to think about including students from diverse backgrounds including gender, race and ethnicity, sexual preference, and age/year in school.

Inviting select students - In rare cases, you may want to offer dialogues to a very select group of students if your intention is to use the dialogue to promote some specific policy or goal. (See Public Policy Dialogue.)

Inviting the non-engaged - Eventually, the most successful dialogues will involve students who demonstrate no obvious interest in current campus efforts to engage students in public issues. These students can contribute greatly to our understanding of civic participation as they too frequently get lumped into an "apathetic" category without efforts to really understand why they choose not to participate.

Contact with participants before the meeting - If the number of participants is small and you know who they will be in advance, contacting them before the gathering can be very helpful in alerting them to the topic, purpose and tone of the meeting and making them feel welcome. This can be done by phone or e-mail.

Beyond student participants - Some students have expressed concern that far too often students dialogue among themselves but should be carrying on these conversations with faculty, staff and members of the larger community. There is a delicate balance between a somewhat homogeneous group of participants (all students, all students committed to community service, all students who are leaders of community outreach efforts) and more heterogeneous groups (Students and faculty, student and community members). The more heterogeneous the group is, the richer the dialogue but the more the likelihood of conflict that must be managed by the facilitator.   This poses very real problems if the facilitator is a student and the person dominating the floor is a faculty member.

As a campus gets comfortable with dialogues, they may wish to move toward including a wider group of participants. And of course, if a facilitator is

comfortable with inviting a broader array of participants from the beginning, their efforts are to be commended.

Getting Students to the Dialogue: Mapping Stakeholders

You may be committed to the idea of initiating conversation on your campus- or with other campuses close by, but are not sure where to start. One of the best ways to start is by "mapping" stakeholders on your campus and starting by contacting those stakeholders and asking them to co-host the dialogue or just come to the dialogue you are planning. Stakeholders look different depending on your dialogue topic and your campus. However, there are a few questions you can ask yourself to quickly get an idea of who you should invite:

What is your issue? Who are the people who have
a "stake" or "interest" in this issue?

Here is a list of some potential stakeholders. For each stakeholder, think about where they are located on your campus, how you can contact them, and what interest they may have in partnering with you or helping to recruit students to come to your dialogue. People are willing to help; very often it just requires someone to "ask the right question."

Students
  Residence Life
  Classes, especially classes with
  a service-learning component
  Community Service Centers on
  campus
  Student Clubs
  Greeks- Sororities and
  Fraternities
  Student Newspaper
Faculty
  Academic Departments
  Researchers
  Club Advisors
Local Community
  Local non-profits
  Government Officials
  Community-based organizations
  Local Businesses
  Local Newspaper
  Local Schools, High School
  Students and Teachers
Staff
  Custodial

Food Services
Secretarial
Unions
Security Staff
Administrators
  Admissions
  Communications/Public Relations
  President
  Development
  Dean of Students/Academics
  Residential Life
  Counseling
  Academic Development/Support
Politicians
Alumni
  Alumni representatives on
  Campus (Alumni Office)
  Visiting Alumni
  Local Alumni
Board of Trustees
  Board representatives on
  Campus
  Local or Regional members
Broader Public

Once you have made all the arrangements for your dialogue, one of the most effective tools to get people to come is through personal invitations. Invite people over the phone and in-person- as well as post flyers and emails. Those personally invited are much more likely to attend and get others to attend. In addition, make reminder phone calls the night before the dialogue to make sure people know it is important to you that they show up and that their participation is valued.

Expertise

It is valuable to work closely with one or more campus advisors (faculty or staff members) as you plan your dialogue. These advisors may be able to provide you with helpful information about how to get things done within the institution. Knowledge of how to navigate the bureaucracies of colleges and universities takes time to develop and a faculty or staff member who has been at the institution for some time can often save you valuable time and help you avoid making errors.

As you plan your dialogue, think carefully about whether or not it would be helpful to have a subject matter expert join you for the dialogue. Think about how an expert from campus might help frame an issue and provide clarification during the dialogue. You might also invite an expert from off campus. If your dialogue is on a topic such as university marketing of sweatshop products, you might bring in a student from another campus who has been involved in the issue and/or a reporter who has done stories for the local paper.

Think carefully about the role of any expert you invite and be sure that the expert knows of and agrees to the limits of their participation. A way to think about the role of the expert is to have experts "on tap, not "on top." Think too about how an expert might hamper free conversation by students who might not be comfortable sharing their ideas with employees of the college or university or someone who might think their ideas are too naive.

The Place

Facilities

The success of a dialogue will often depend in some part upon the environment in which the dialogue is hosted. Considerations should be given to:

- *Comfort* – Is the location familiar to participants and/or does it lend itself to an atmosphere of respect, equality and even informality? A dialogue around a single large table or a circle or U-shaped configuration is more likely to be successful than one held in a classroom with a facilitator behind a podium. Someone's living room will probably be more successful than the vacant dining hall.

- *Accessibility* – Is the location relatively easy for people to get to given the time of day and the transportation available to participants?

- *Size* – Is the size of the facility appropriate to the size of the group? A conference room that accommodates 50 people will seem empty to a group of 16 participants. A room that accommodates 12 will seem too cramped for that same group to engage in comfortable conversation.

- *Audio-visual Needs* - Whether you are using something as simple as newsprint or as complex as a movie, you will want to think out your needs, to prepare all of the material in advance and think about where and how the material will be used.

- *Refreshments* – If you plan to have refreshments before, during or after your dialogue, you will need to know if the facility allows refreshments, think about where refreshments can be set up and plan on having someone do clean-up (probably you).

There are often numerous places on campus that can accommodate your group, but some thought may need to be given to how you acquire permission to use those spaces. Using space within a specific department can require anything from getting the nod from a secretary to filling out a three-page justification-of-use form. Department lounges are often welcoming spaces with comfy furniture but may not be as flexible as other spaces. In addition, holding your event in a certain department may turn other students off. By *Flexibility*, we refer to the ability of the space to conform to the group's needs. You may want at some point in the discussion to break up into small groups, and will need a space that can accommodate that. Or you may need everyone to be able to see a screen or a speaker and then be able to still see each other. In this way, one of the most flexible spaces on a college campus is the theatre. Using the stage, if it is the main theatre, or using a smaller "black box" type theatre allows you to arrange the seating in whatever fashion you choose. Classrooms are another viable option depending on the set up of the desks or tables. Also be sure to note when the building closes and whether food is allowed. It may be easier to reserve space on campus if you are affiliated in some way with a group, department, or faculty member.

Some unique settings are also available off campus, especially for promoting the role of students as citizens, or of the engagement of your university in the community. Some community organizations or the local school or library may have great spaces for your discussion. However, students do not always have readily available ways of getting to these places.

The Record

There are three schools of thought regarding the presence of a recorder at a dialogue. Some believe that no written or audio recording of a dialogue should be kept as it inhibits the free participation of those in attendance. Others believe that a recorder might try to capture the basic ideas and contributions on large sheets of paper or a dry erase board to help people stay focused on the conversation. And still others believe that fairly extensive notes should be taken and even an audio recording made to learn the most from the conversation.

As facilitator(s), the choice is up to you. **Preserving the privacy and promoting the freest exchange of ideas** is a worthwhile goal, especially if you hold that these dialogues are more about the process of engaging student in civic conversations than about what they actually say.

The dialoguing at the Wingspread Student meeting in 2001, however, demonstrated that these conversations can result in opportunities to learn some profound new ways of understanding the way that today's students see and understand their campus, communities and nation, but that learning these lessons requires very thorough analyses of the conversations of students. Toward this end, the careful attention to the actual content of dialogues, written and audio records can be extremely helpful.

Think this through in advance and be prepared with whatever material or equipment you need to capture the record you have decided to capture. For a written record of the dialogue, look for a student volunteer (maybe a student from a writing course or journalism course). Audio or video equipment can often be rented (for free) through the university with faculty/staff permission but it may be easier to borrow a small recorder from a student, as high quality recording is not necessary.

Another method is to meet with the planning team as soon after the dialogue as possible and compare notes of what happened. This approach is less obtrusive but not as effective as note taking in capturing the essence of the gathering.

The Press

This section deals specifically with pre-dialogue publicity. For a detailed look at post-dialogue publicity please visit the After the Dialogue page located in the Facilitation section. Those planning a dialogue must make a strategic decision about publicizing a dialogue in advance. Some types of dialogues may lend themselves to openly inviting members of the campus community including the campus press. Other types are more appropriately kept on an invitational basis so that the number of participants and the backgrounds of participants can be engineered in a way that the dialogue will be more successful. Participants will talk more freely if the group is small, receptive to the process and free of reporters.

If you are new to hosting dialogues, it is probably better to go with the smaller, more controlled atmosphere. If you are hosting a town hall meeting, openly inviting students through some sort of flier, a story in the campus newspaper or other public announcement would be more appropriate.

In either case, the work you are doing to organize this dialogue is important, and you should not hesitate to promote it. Pre-dialogue publicity can pique the interest of stakeholders across campus, and set the stage for you to widely publicize the impact of the event afterward. There are a number of routes you can take to get the word out about your dialogue:

Newspapers (campus and local) – You may want to get a story in the newspaper or just put an ad in for your event. Either way, a press release is an easy and quick way to inform others about your dialogue. When writing your own press release, think in quick, easy and specific details: Who, What, Where, Why, and give your contact information. There is a Pre-Dialogue Press Release located in the online forms page that you can modify to fit your event. This will be useful to distribute to any media sources of interest, as well as to professors who may want to mention it in class.

Posters – Campuses are inundated with posters so if you are going to use this technique (and it can be used well) be sure to be creative. Handmade color posters with marker or crayon may be more eye catching than fancy black and white graphics. Think big. If you have the resources make a big poster. Enlist the help of a graphic artist on campus, check with the art department for screen printers, or make friends with the local Kinko's employees.

Radio – Campus radio varies in its usefulness, but could be the key to your dialogue. Have a mini-interview/dialogue on the air, or just ask a friend to publicize. Most campus radio stations have on the air calendars of events as well. Local radio stations may give you more play. Most local stations will have a calendar of events, and most also are required to read a certain number of public service announcements each day. Take advantage of this. Air time on a popular radio station can add a lot of credibility both on

and off campus. National Public Radio (NPR) can be very good at giving airtime or announcing events.

Email – Mass campus email (or even campus mail) can be far reaching but is often ignored. Weigh your options and decide if the time is useful for you. Email can be a good way to remind a small group of people that you have invited of the details (where and when the event will be). Email groups and listservs may also allow you to continue the dialogue electronically after the event, and allow you to include more people as the word spreads. Having an email list of interested people will make setting up your next dialogue that much easier.

Web – Setting up a web page, listserv, or message board for your dialogue can help give people a place to go who are interested in finding out more about your dialogue or about what is going on across your campus. These can be simple or complex, and there are a lot of easy ready-made templates out there (see the list below). However, don't let this take up too much of your time. Personal, one-on-one interaction will almost always yield better results. At times building relationships can be more useful than building web pages.

Facilitation

The single most important ingredient for successful dialogues is the ability of the dialogue facilitator(s) to plan, facilitate, and evaluate the dialogue. Facilitators must have a clear idea of what they are hoping to accomplish and how they hope to engage other students. While some individuals have a natural ability to be good facilitators, others will have to work at it.

You may find it easier to co-facilitate these session, dividing up responsibilities between two, three, even four dialogue leaders to share in the planning, presentation and wrap-up. The tasks of facilitators are:

Creating the Agenda – Mapping the Dialogue
- Introducing the Dialogue – Getting Started
- Framing the Topic – Establishing Issues and Objectives
- Launching the Dialogue – Introductory Activities
- Guiding the Dialogues – Keeping Discussion Rolling
- Wrapping up the Dialogue – Reviewing What's Been Said
- Evaluating the Dialogue – How Did it Go?
- Action Steps – Creating a Follow-up Plan
- After the Dialogue – Press and Public Relations

Creating the Agenda

The agenda for your meeting should include six sections (see below).
Each of these sections must be carefully planned for your dialogue to flow smoothly and be successful. Your aim is to insure that participants are comfortable, can speak freely, and emerge from the dialogue feeling that their time has been well spent.

You may want to use the Dialogue Planning Outline form as you think through your plan.

1. Introducing the Dialogue – Getting Started
   - Welcome participants to dialogues and the Civic Engagement Initiative
   - Explain the difference between dialogues and debates
   - Lay out ground rules
2. Framing the Topic – Establishing Issues and Objectives
   - Articulate the question/issue
   - Establish clear objectives
3. Launching the Dialogue – Introductory Activities
   - Participants introduce themselves and/or
   - Introductory Activities
4. Guiding the Dialogues – Keeping Discussion Rolling
   - Guiding the conversation
   - Common problems
5. Wrapping up the Dialogue – Reviewing What's Been Said
6. Evaluating the Dialogue – How Did it Go?
7. Action Steps – Creating a Follow-up Plan
8. After the Dialogue – Press and Public Relations

Introducing the Dialogue

As difficult as it may seem, you should try to start the dialogue as close to the appointed time as possible. This is a mark of respect to those who do show up on time as well as a sign that you take this process very seriously and want to make the most of the time available.

Perhaps the most important point to remember as a backdrop to your dialogue is that it is a search for common ground. There will be participants with widely different points of view who are used to focusing on defending their own position and trying to convince others of the rightness of their beliefs (or to out shout those who do not agree with them).

It is critical that you set the stage for civil discussion as you welcome participants. Give a bit of background about Campus Compact's Student Civic Engagement Campaign so that participants will understand that they are a part of a national conversation designed to better understand the various ways that students look at and understand civic participation and civic issues.

Let participants know that this is not the Jerry Springer show nor a debate in which there will be winners and losers. Lay out basic ground rules for conversation in a firm but friendly manner. The rules are pretty basic:

- One person speaks at a time
- Listen carefully to what others say
- Give others opportunity to speak
- Do not attack or be disrespectful of others
- Look for what you share in common with others and build on this common ground.

If you have time, you may want participants to take a few minutes and suggest their own ground rules rather than dictating them. A group is more likely to adhere to a set of guiding rules they have created for themselves.

Framing the Topic

Once you have welcomed everyone and quickly laid out the ground rules, it is important to introduce the topic for the dialogue as clearly and as briefly as possible. Try to provide a context for the issue you will be discussing and to suggest at least two different sides of the story. Remind participants that the purpose of this session is to explore many different points of view and to seek common ground or at least a better understanding of other people's point of view.

If you are hosting a more goal-oriented dialogue, tell participants what you hope will emerge from the discussion.

Be as clear as you can on your objective while making it clear that the most critical issue is that participants feel free to speak openly about their points of view on the topic/issue.

Launching the Dialogue

After your introduction, it is time to let the participants meet one another in a formal way. Typically, the task of facilitators prior to the official start of a dialogue is to mingle, welcoming people and introducing them to one another. If you know some of the participants and can introduce them in such a way that they connect up with others with shared interests or concerns, participants can begin making connections even before this official period for introductions. The most successful dialogues are those in which people get an opportunity to chat before the official start of the dialogue.

If your group is larger than about 15 people, you may want to break the group down into a smaller size for introductions as you do not want to use the entire time to have people introduce themselves.

You might want to consider building introductions into the introductory activity as it is generally not very effective to simply go around the room and tell their name, year in school and major. The Sample Introductory Dialogue asks for people to talk a little bit about their service work in relation to a few thumbnail sketches of mythical students and their work. This serves to give participants a chance to introduce themselves and talk a bit about themselves even while moving the purpose of the dialogue forward.

This resource guide has a number of ideas for Introductory Activities available for your review.

Typically immediately following the introductions is the prompt for the dialogue. The prompt is what you are using to focus the conversation. It may be something as simple as a careful restatement of the question, topic or issue or it may be as complicated as a panel presentation, a film or video, or a dramatic presentation. Whatever you use to provoke the thinking of participants, make sure that you conclude this section by clearly stating the issue or question for discussion as neutrally as possible, inviting people to share their points of view.

Guiding the Dialogue

This is the real job of facilitators. If you have done a good job of planning and introducing the dialogue, this part should be much easier. As a facilitator, you have two basic responsibilities – to guide the dialogue inviting open and free conversation while trying to keep the conversation on track and to protect participants from those who abuse the basic ground rules. As a guide, you must keep an eye both on the intellectual quality as well the emotional atmosphere of the conversation. At the same time, it is important for you to know that you cannot expect perfection from yourself or others. The basic idea is to enjoy yourself and invite others to enjoy the process of coming together and talking about these issues of civic importance.

Guiding the dialogue – A few suggestions:
1. **Keep the purpose and the goals of the dialogue firmly in mind**, encouraging comments that represent many different points of view yet do not stray too far from the central theme or topic.
2. **Listen carefully to all comments**, trying always to find the common elements or threads that bring people together even when their points seem to be polar opposites.
3. **Ask open-ended questions** that encourage people to elaborate and clarify their positions. Questions like, "What inspired you to become active in the community?" is better than "Did the Volunteer Center get you interested in community work?"
4. **Remain open minded and non-judgmental** even when participants make comments that you radically disagree with. Perhaps the greatest challenge for the facilitator is to be neutral while leading these dialogues. It is critical for you to model good listening and questioning techniques that move the dialogue forward rather than appear to take sides on an issue.
5. **Periodically summarize and synthesize or reflect back major points** so that participants can see how comments tie into one another and move the discussion forward. When you do this, make sure that participants feel free to correct you if they do not agree with the way you have restated their points.
6. **Encourage participation from everyone**, attempting to get diverse opinions into the discussion while making the discussion informative and fun. Make a special effort to get the quiet ones to speak up. Often the quiet ones have been listening carefully and have comments that will unite points previously made.
7. **Pace the session** suggesting when it is time to move on to a new topic, time for a break or time for a couple of minutes of silence to give people a chance to integrate ideas. Using silence after a question, between comments or in strategic locations helps to preserve the rational nature of a dialogue and to diffuse the heat that can carry a conversation from a dialogue into a debate.
8. **Don't be defensive**. Not everyone will agree with the topic, the activities or the company but it is important that you not take comments personally. You did the best

you could and it is difficult to please everyone. Try not to let your language or body language show that you have taken a dislike to someone in the group who seems to be a negative force.

9. **Be flexible** even while trying to keep the dialogue focused. If the group seems to be comfortable with a diversion, state that you think that the group is off the topic but give them some time to discuss the topic if it seems important to them. "If I could interject, you all seem keen on talking about the terrible relations between campus security and the neighborhood. Let's go ahead and lay that on the table for ten minutes and then get back to our topic of student activism in the community."

10. **Remember that you are a facilitator not an expert**. A facilitator should not feel that she or he has to have answers to questions, know all of the facts, be able to cite references or any of the other marks of authority often associated with group leadership. Your task is to bring out the best from the group, not to be the most articulate spokesperson.

Protecting participants from those who would abuse the ground rules is a more unpleasant part of the task of facilitators. You can minimize the likelihood that you will have to do much of this "refereeing" if you plan carefully, seek the right participants, lay out the ground rules clearly, and run a session in which participants generally respect one another. But people can be difficult, especially when the topic open for discussion is one for which people feel some degree of passion. The most common problems or conflicts which will need "managing" are;

- The person who talks too much,
- The person who never talks,
- The person who gets off topic,
- The person who is overly aggressive and always wants to argue,
- The person who attacks other people rather than discussing the topic,
- The person who uses conversation as an effort to feed his or her ego,
- The person who is never serious but enjoys fooling around.

As facilitator, you have a common set of tools or approaches for dealing with these problems. They are presented in order of their use beginning with the least obtrusive and moving onto the most direct and confrontational.

- **Use the unity of the group.** If you are successful at getting people to accept the ground rules, the group itself can help you in keeping the conversation on track, gently side stepping issues or diverting attention away from would be troublemakers and/or to bring in shy participants. Recognize the peacemakers in the group and call on them if and when you need allies.
- **Use the agenda/ground rules to manage individuals.** Quietly remind the group of the topic if someone starts to move in a direction that you believe pulls the conversation off topic. Remind a participant of the difference between a debate and a dialogue if you feel that their statements are too confrontational. Sometimes confrontational comments can be softened by clarifying questions. "You say that 'all

politicians are crooks'. Can you describe some of the conditions that are forced upon a person in politics that might make an honest man a little less honest?"

- **Be honest.** If you have established yourself as a person with the sincere interest of the group in mind, you may want to simply issue an honest statement. "We are getting off the subject here and while the point you raise is an interesting one, I want to make the best use of our time to help us understand the stated topic."
- **Use humor.** If you are comfortable with the use of humor, you might try to make light of someone's abuse of ground rules. "Well, I guess we know where you stand on the issue. Is there anyone who has an open mind on the subject." This can be dangerous if you don't know the person and/or have not established the right rapport.
- **Accept a position but soften it.** Sometimes recognizing someone's extreme position may be accepted and used as a way of inviting other, less extreme points of view. "Joe, I hear you and your absolute objection to capital punishment. I wonder if someone can restate the objection in a way that leaves room for conversation with others who don't share Joe's conviction."
- **Take a break.** If none of the above techniques work to alter the behavior of a participant and the behavior continues to detract from or derail the dialogue, you might want to take a brief break and speak quietly with the offender asking them to restrain him or herself or withdraw from the conversation for the good of the group. This step is seldom needed.

(Adapted from the Community Tool Box http://ctb.ukans.edu/tools)

If you would like to get feedback on your facilitation efforts from participants, we include a Facilitator's Evaluation Form for your use in our online forms page. You may just want to look at the form as a way of reviewing the different skills you will be using.

Wrapping up the Dialogue

The last challenge for facilitators is wrapping up the session. The process of **dialoguing can be very abstract** with lots of ideas and words but no clear-cut conclusion. It is important for the facilitator to try to **summarize the flow** of the conversation and to suggest some of the **"lessons learned"**. It is also useful when possible to try to suggest some **"next steps"**.

One thing that may be useful is to reiterate the fact that this dialogue is part of a national effort to tune in to what students think about critical issues in the civic life of the nation and **invite students to join in on the national dialogue** by visiting the web site and heaving their voices heard. The facilitator may want to have a brief paragraph written up on the civic engagement dialogue that includes the web address and hand that out at the end of the session.

If student interest was high, you might spend a few minutes talking about other topics for discussion. Gage interest in future dialogue, and if you feel comfortable doing so, ask for verbal feedback, which is often much more useful that written evaluation forms. Don't lose the energy that may exist at the end of a dialogue. Don't hesitate to set a date and time for another if the group is ready. Also feel free to talk to the group about ways and means for post-event publicity. Participants may have unique audiences that they want to share the news with. Use the specific talents and enthusiasm of the group.

Evaluating the Dialogue

How Did it Go?

This resource guide has a Dialogue Evaluation Form included in the online forms section that can be easily modified to fit your plans for your dialogue. It is important to get feedback on the different issues that you discussed so that you can effectively summarize the effectiveness of your plans and prepare for future dialogues. Feel free to create your own evaluation form.

Immediately following the dialogue or as soon as possible, planners should sit together and review the highlights and the problems encountered in order to celebrate their success and capture first impressions of the "lessons learned".

Typically, however, it takes a while to understand the lessons that emerge from a dialogue. It will be helpful for you and others on the planning team to thoroughly debrief the dialogue by:
- Reviewing notes,
- Listening to audiotapes,
- Talking with participants privately,
- Following up in small group discussions,
- Summarizing the session in writing, and/or
- Reporting the session on the On-Line Dialogue Report Form